


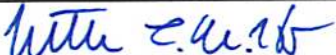


Three-Year Academic Plan 2017-2020



Hau'ula Elementary School
54-046 Kamehameha Hwy
Hau'ula, HI 96717
(808) 305-2100

<https://www.facebook.com/hauulaelementary/>

Submitted by: U'ilani Kaitoku, Hau'ula Elementary School Principal	Date
	May 6, 2019
Approved by: Matthew C.W. Ho, Castle-Kahuku Complex Area Superintendent	Date
	May 6, 2019

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

1. **Need:** Existing programs and policies seem to be making positive impacts on school -- need for consistency in implementation
2. **Need:** Lack of understanding of quality Tier 1 instruction and lack of a formal RTI process and program

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs.

**Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- **Male:**

- Declining scores/did not meet state proficiency benchmarks in **Science** (2015: 25.0%, 2016: 17.6%, 2017: 50%, 2018: 25%), **ELA** (2015: 33.8% 2016: 27.3%, 2017: 22.3%, 2018: 25%), **Math** (2015: 25.0%, 2016: 33.3%, 2017: 37.6%, 2018: 24%)
Current data from ARCH ADC, 04.03.18 and Longitudinal Data Systems, 03.25.29

- **SES:**

- Declining scores/did not meet state benchmarks in **Science** (2015: 25.9%, 2016: 15.3%, 2017: 33.3%, 2018:12.5%), **ELA** (2015: 30.1%, 2016: 25.7%, 2017: 19.2%, 2018: 16%), **Math** (2015: 20.9%, 2016: 26.6%, 2017: 22.3%, 2018: 13%)
Current data from ARCH ADC, 04.03.18 and Longitudinal Data Systems, 03.25.29

- **Sped:**

- Did not meet state benchmarks in **ELA** (2015: 2.7%, 2016: 3.2%, 2017: 0%, 2018: 4.8%), **Math** (2015: 2.7%, 2016: 3.2%, 2017: 4.3%, 2018: 0%)
Current data from ARCH ADC, 04.03.18 and Longitudinal Data Systems, 03.25.29

- **HLIP:**

- Baseline data forthcoming

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Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Uilani Kaitoku - Administrator	1. PBIS, Data System
2. Nalani Hee-Aki - Data Coach/Title 1 Coordinator	2. Parent and Community Involvement, Data System
3. Mike Aronica - School Services Coordinator	3. RTI, PBIS
4. Marcus Nikora - Counselor	4. PBIS, Total Well Being
5. Teuila Koomoa - Sped Department Chair	5. RTI
6. Maile Ho - Technology Coordinator/RTI Teacher, SBG Advisor/SAC	6. Total Well Being, RTI
7. Sherry Kahawaii - Grade 6/Upper EI Department Chair	7. RTI
8. Kristen Eastvedt - Grade K/Lower EI Department Chair	8. RTI
9. Leialoha Cambonga - HLIP 5/6 / HLIP Department Chair	9. RTI
10. Leona Tupou - Parent/Community Liaison	12. Parent and Community Involvement

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Outcome: By the end of three years:	Rationale:
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By the end of SY 2019-20, Hau'ula Elementary will accomplish the following performance targets:

Strategic Plan Target	2016 Baseline	2016-2017	2017-2018	2020 Target
Chronic Absenteeism	18%	20%	19%	15%
School Climate	78%	74%	74%	80%
Inclusion Rate (LRE)	74%	71%	84%	75%
3rd Grade Literacy	26%	40%	57%	50%
ELA Proficiency	33%	30%	31%	50%
Math Proficiency	33%	37%	25%	50%
Science Proficiency	26%	50%	36%	32%
ELA Gap	28	31	48	25
Math Gap	25	44	38	22

Current data from Strive HI Report

To meet these targets Hau'ula Elementary will focus on:

Student Success Outcome By the end of three years:	Rationale:
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PBIS (CHAMPS and Safe and Civil)
 Design and implementation of behavioral expectations school-wide, that are inclusive of all stakeholders: students, staff, families to ensure a safe and positive learning environment conducive to the success, achievement and whole child development of every student and to ensure the successful branding of a culture and climate that aligns to the vision and mission of the school.

- PBIS (CHAMPS and Safe and Civil)**
- Existing programs and policies seem to be making positive impacts on school but there is a need for consistency in implementation school-wide.
 - No school-wide behavior system in place to address leveled tiers of support.
 - No system to collect, monitor, track and communicate the success of the implementation and to drive next steps.

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Student Success Outcome By the end of three years:	Rationale:
<p>Total Well-Being Development and implementation of student centered programs and supports that address the total well-being of students and the need to be in school daily, to maximize learning opportunities, college and career pathways and to foster independent learning and positive habits that are conducive to the success, achievement and whole child development of every student.</p>	<p>Total Well Being</p> <ul style="list-style-type: none"> ● Existing programs and policies seem to be making positive impacts on school but there is a need for consistency in implementation school-wide. ● Chronic Absenteeism is 19% ● No clear vision or expectations that address total well-being for every student. ● Students not involved with the process. ● No system to monitor, track and communicate the success of the implementation and to drive next steps. ● No alignment of supports and resources.
Staff Success Outcome By the end of three years:	Rationale:
<p>Parent and Community Involvement Program Establish, build and maintain open and effective lines of communication to foster and promote healthy, positive relationships between home, school and community and to strengthen family and community partnerships that align with and support the academic goals of the school.</p>	<p>Parent and Community Involvement Program</p> <ul style="list-style-type: none"> ● Existing programs and policies seem to be making positive impacts on school but there is a need for consistency in implementation school-wide. ● Title 1 School: 65.47% Free and Reduced; Family/Community Partnerships component ● 21st Century School: Family/Community Partnerships component ● Need for common understanding of how we support and expand the Parent/Family Community partnerships with our existing programs and resources. ● No clear vision or expectations for family involvement. ● No consistent system to collect, track and communicate the success of the implementation and to drive next steps.
Student Success Outcome By the end of three years:	Rationale:
<p>RTI System Implementation of quality instructional practices at leveled tiers of instruction to strengthen and maximize learning opportunities for all students, to improve student achievement and growth on state standards, and provide stability and support to staff and students through the alignment and allocation of resources and programs.</p>	<p>RTI System</p> <ul style="list-style-type: none"> ● Lack of understanding of quality Tier 1 instruction and lack of a formal RTI process and program. ● No system to monitor and track subgroups. ● Need to revise walkthrough protocol. ● Need to align resources and supports that address levels of instruction and intervention.

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Successful Systems of Support Outcome By the end of three years:	Rationale:
Data System Establish and implementation of high functioning data team systems using a process of plan, do, check, act to set targets, analyze next steps, communicate with parents, and ensure ongoing, regular, professional collaboration time for colleagues to share and reflect on best practices and new learning; and to provide clear feedback and expectations for students regarding their success and growth.	Data System <ul style="list-style-type: none">• Data teams are not functioning independently• Lack of understanding of Data Team process• No clearly identified data points outlined (monthly, quarterly, yearly)• No accountability or monitoring system in place

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.

Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

Objective 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.

Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
PBIS (CHAMPS and Safe and Civil) School Climate: 80% Student, staff and parent surveys: baseline	G1.EA1.Y17-18 Training and implementation of school-wide behavioral expectations by all students, staff, and families, including development of a data collection system to track progress.	2017-2018	Counselor PBIS Lead	<ul style="list-style-type: none"> Student, staff and parent surveys (2x/year) monthly referral data weekly principal's dashboard quarterly parent attendance data monthly PBIS team minutes Tripod survey results
PBIS (CHAMPS and Safe and Civil) School Climate: 82% Student, staff and parent surveys: baseline + 2%	G1.EA1.Y18-19 Consistent implementation of school-wide behavioral expectations by all students, staff, and families, including a data collection system to track progress.	2018-2019	Counselor PBIS Lead	<ul style="list-style-type: none"> Student, staff and parent surveys (2x/year) monthly referral data weekly principal's dashboard quarterly parent attendance data monthly PBIS team minutes Tripod survey results
PBIS (CHAMPS and Safe and Civil) School Climate: 80% Student, staff and parent surveys: baseline + 5%	G1.EA1.Y19-20 Continue to implement student-interest clubs that help students to develop skills and sense of belonging.	2019-2020	Counselor Student Services Coordinator	<ul style="list-style-type: none"> Student, staff and parent surveys (2x/year) monthly referral data quarterly parent attendance data monthly Core team minutes Tripod survey results

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	G1.EA4.Y17-18 Did not have this enabling activity - newly added in SY19-20	2017-2018		
	G1.EA4.Y18-19 Did not have this enabling activity - newly added in SY19-20	2018-2019		
PBIS (CHAMPS and Safe and Civil) School Climate: 80% Student, staff and parent surveys: baseline + 5%	G1.EA4.Y19-20 Revisit and revise Mission and Vision	2019-2020	Admin	<ul style="list-style-type: none"> ● student, staff and parent surveys (2x/year) ● strive HI Data ● quarterly progress results ● Tripod survey results
	G1.EA5.Y17-18 Did not have this enabling activity - newly added in SY19-20	2017-2018		
	G1.EA5.Y18-19 Did not have this enabling activity - newly added in SY19-20	2018-2019		
PBIS (CHAMPS and Safe and Civil) School Climate: 80% Student, staff and parent surveys: baseline + 5%	G1.EA5.Y19-20 Review of Professional Conduct and Behavior	2019-2020	Admin	<ul style="list-style-type: none"> ● student, staff and parent surveys (2x/year) ● strive HI Data ● quarterly progress results ● Tripod survey results
Total Well Being Chronic Absenteeism: 17% School Climate: 80%	G1.EA2.1.Y17-18 Develop and pilot a longitudinal trend data system and follow-up system regarding student absences	2017-2018	Counselor Attendance Lead	<ul style="list-style-type: none"> ● weekly attendance data ● monthly chronic absenteeism data ● monthly attendance team minutes ● weekly principal's dashboard
	G1.EA2.2.Y17-18 Develop and implement guidance program for all grade levels.			
Total Well Being Chronic Absenteeism: 16% School Climate: 82%	G1.EA2.1.Y18-19 Consistent implementation of longitudinal trend data system and	2018-2019	Counselor Attendance Lead	<ul style="list-style-type: none"> ● weekly attendance data ● monthly chronic absenteeism data ● monthly attendance team minutes ● weekly principal's dashboard

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	<p>follow-up system regarding student absences.</p> <p>G1.EA2.2.Y18-19 Consistent implementation of guidance program for all grade levels.</p>			
<p>Total Well Being Chronic Absenteeism: 15% School Climate: 85%</p>	<p>G1.EA2.Y19-20 Continue to implement student-interest clubs that help students to develop skills and sense of belonging.</p>	2019-2020	SBG Advisor/SAC Counselor	<ul style="list-style-type: none"> • weekly attendance data • monthly chronic absenteeism data • monthly attendance team minutes • weekly principal’s dashboard • student participation • student surveys
	<p>G1.EA6.Y17-18 Did not have this enabling activity - newly added in SY19-20</p>	2017-2018		
	<p>G1.EA6.Y18-19 Did not have this enabling activity - newly added in SY19-20</p>	2018-2019		
<p>Total Well Being Chronic Absenteeism: 15% School Climate: 85%</p>	<p>G1.EA6.Y19-20 Develop schoolwide agreements for</p> <ul style="list-style-type: none"> • Types of feedback • Student voice (student talk vs. teacher talk) 	2019-2020	GL/Dept.	<ul style="list-style-type: none"> • weekly walkthrough data • quarterly teacher and student surveys • monthly data meeting logs • Tripod survey results
<p>RTI System 3rd Grade Literacy: 34% ELA Proficiency: 38% Math Proficiency: 38% ELA Gap: 27% Math Gap: 24%</p>	<p>G1.EA3.Y17-18 School-wide implementation of quality Tier 1 instruction and the piloting of Tier 2 support program.</p>	2017-2018	SSC GL/Dept. Chair RTI Teacher	<ul style="list-style-type: none"> • weekly walkthrough data • universal screener data (3x/year) • quarterly progress monitoring data, • Strive HI data • quarterly teacher and student surveys • monthly data meeting logs • Tripod survey results • quarterly referral data
<p>RTI System 3rd Grade Literacy: 42% ELA Proficiency: 43%</p>	<p>G1.EA3.Y18-19 School-wide implementation of quality Tier 1 instruction. Continue</p>	2018-2019	SSC GL/Dept.	<ul style="list-style-type: none"> • weekly walkthrough data • universal screener data (3x/year) • quarterly progress monitoring data,

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<p>Math Proficiency: 43% ELA Gap: 26% Math Gap: 23%</p>	<p>training to address students who need Tier 2 support and the piloting of the Tier 3 support program.</p>		<p>Chair RTI Teacher</p>	<ul style="list-style-type: none"> ● Strive HI data ● quarterly teacher and student surveys ● monthly data meeting logs, ● Tripod survey results ● quarterly referral data
<p>RTI System 3rd Grade Literacy: 50% ELA Proficiency: 50% Math Proficiency: 50% ELA Gap: 25% Math Gap: 22%</p>	<p>G1.EA3.Y19-20 School-wide implementation of quality Tier 1, 2 and 3 instruction (accelerated groups in the morning, intervention groups in the afternoon, extended supplemental supports after school and breaks, collect and use data to modify instruction that meets the needs of all students)</p>	<p>2019-2020</p>	<p>SSC GL/Dept. Chair</p>	<ul style="list-style-type: none"> ● weekly walkthrough data ● universal screener data (3x/year), ● quarterly progress monitoring data ● Strive HI data ● quarterly teacher and student surveys ● monthly data meeting logs ● Tripod survey results ● quarterly referral data
	<p>G1.EA7.Y17-18 Did not have this enabling activity - newly added in SY19-20</p>	<p>2017-2018</p>		
	<p>G1.EA7.Y18-19 Did not have this enabling activity - newly added in SY19-20</p>	<p>2018-2019</p>		
<p>RTI System 3rd Grade Literacy: 50% ELA Proficiency: 50% Math Proficiency: 50% ELA Gap: 25% Math Gap: 22%</p>	<p>G1.EA7.Y19-20 Alignment of Academic Standards and GLOs</p> <ul style="list-style-type: none"> ● Prioritizing and unpacking standards K-6 with ELA and Math ● Aligning prioritized standards to curriculum ● Revisit GLO rubric to determine schoolwide alignment and agreement K-6 	<p>2019-2020</p>	<p>GL/Dept. Chair</p>	<ul style="list-style-type: none"> ● weekly walkthrough data ● universal screener data (3x/year), ● quarterly progress monitoring data ● Strive HI data ● monthly data meeting logs ● Tripod survey results

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Goal 2: Staff Success. Hau‘ula Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
Parent and Community Involvement Program School Climate: 80% Participation Surveys: 85% meets expectations	G2.EA1.Y17-18 Consistent parent and community communication and participation.	2017-2018	Title 1 Coordinator Community Involvement Support	<ul style="list-style-type: none"> parent and community participation data quarterly student, staff, and parent survey data weekly principal’s dashboard daily quarterly attendance and tardy data
Parent and Community Involvement Program School Climate: 82% Participation Surveys: 85% meets expectations	G2.EA1.Y18-19 Develop a parent and community network	2018-2019	Title 1 Coordinator Community Involvement Support	<ul style="list-style-type: none"> parent and community participation data quarterly student, staff, and parent survey data weekly principal’s dashboard daily quarterly attendance and tardy data
Parent and Community Involvement Program School Climate: 85% Participation Surveys: 85% meets expectations	G2.EA1.Y19-20 Independent and high-functioning parent and community network.	2019-2020	Title 1 Coordinator Parent/ Community Liaison	<ul style="list-style-type: none"> parent and community participation data quarterly student, staff, and parent survey data weekly principal’s dashboard daily quarterly attendance and tardy data quarterly parent and community network activities
	G2.EA2.Y17-18 Did not have this enabling activity - newly added in SY19-20	2017-2018		
	G2.EA2.Y18-19 Did not have this enabling activity - newly added in SY19-20	2018-2019		

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<p>Parent and Community Involvement Program School Climate: 85% Participation Surveys: 85% meets expectations</p>	<p>G2.EA2.Y19-20 Organize a parent organization (Hau'ula Elementary Parent Association) to develop opportunities that increase parent and community involvement to allow for all stakeholders to participate and understand student learning needs in order to strengthen collaborative efforts that benefit all learners.</p>	<p>2019-2020</p>	<p>Parent/ Community Liaison</p>	<ul style="list-style-type: none"> ● parent and community participation data ● quarterly student, staff, and parent survey data ● quarterly parent and community network activities
	<p>G2.EA3.Y17-18 Did not have this enabling activity - newly added in SY19-20</p>	<p>2017-2018</p>		
	<p>G2.EA3.Y18-19 Did not have this enabling activity - newly added in SY19-20</p>	<p>2018-2019</p>		
<p>Parent and Community Involvement Program School Climate: 85% Participation Surveys: 85% meets expectations</p>	<p>G2.EA3.Y19-20 Develop schoolwide agreements on:</p> <ul style="list-style-type: none"> ● Opening of school year procedure ● Parent and community communication ● School Calendar ● Safe and Civil practices 	<p>2019-2020</p>	<p>Admin</p>	<ul style="list-style-type: none"> ● parent and community participation data ● quarterly student, staff, and parent survey data ● quarterly parent and community network activities

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Goal 3: Successful Systems of Support. The system and culture of Hau‘ula Elementary School works to effectively organize financial, human, and community resources in support of student success.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
Data System 3rd Grade Literacy: 34% ELA Proficiency: 38% Math Proficiency: 38% ELA Gap: 27% Math Gap: 24%	G3.EA1.Y17-18 Review and revise assessment inventory and develop common assessments.	2017-2018	Title 1 Coordinator Data Lead Admin	<ul style="list-style-type: none"> reading and math common assessments data meeting logs universal screener data (3x/year) weekly progress monitoring data Strive HI data teacher survey data
Data System 3rd Grade Literacy: 42% ELA Proficiency: 43% Math Proficiency: 43% ELA Gap: 26% Math Gap: 23%	G3.EA1.Y18-19 Expand data team process, including training and looking at data to inform next steps.	2018-2019	Title 1 Coordinator Data Lead Admin	<ul style="list-style-type: none"> reading and math common assessments data meeting logs universal screener data (3x/year) weekly progress monitoring data Strive HI data weekly walkthrough data teacher survey data
Data System 3rd Grade Literacy: 50% ELA Proficiency: 50% Math Proficiency: 50% ELA Gap: 25% Math Gap: 22%	G3.EA1.Y19-20 Independent data teams with ongoing training and collaboration to inform next steps.	2019-2020	Title 1 Coordinator Admin	<ul style="list-style-type: none"> data meeting logs universal screener data (3x/year) weekly progress monitoring data Strive HI data weekly walkthrough data teacher survey data